DOCUMENT RESUME

ED 433 490 CG 029 468

AUTHOR Herman, William E.
TITLE The Adolescent Educational Experience in Taiwan: Views of Indigenous Educators.
PUB DATE 1999-04-00
NOTE 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrators; *Adolescent Development; *Chinese Culture; Cultural Awareness; Educational Environment; Emotional Development; Foreign Culture; Global Approach; International Communication; Late Adolescents; Secondary Education; *Secondary School Students; Secondary School Teachers; *Social Development; Stress Variables
IDENTIFIERS *Taiwan

ABSTRACT

This study outlines several critical issues confronting junior and senior high school students in Taiwan (Republic of China). Stories from school administrators and teachers depict the qualitative and personal nature of the adolescent experience as seen through the eyes of school personnel. An overview of the social and educational setting in Taiwan around 1990 helps orient readers and put these adolescent anecdotes in a meaningful cultural context. The paper presents these observations as legitimate and relevant rather than idiosyncratic experiences by documenting their occurrence through empirical research and cultural observations. Although culturally specific (uniquely Chinese) adolescent experiences were found, the overall results indicate that adolescents in Taiwan also confront many of the social, physical, familial, and psychological difficulties often associated with becoming an adult in other industrialized societies. In summary, educators, counselors, and policy makers around the world need to share insights, work to improve understanding of adolescent stress reactions, and explore successful intervention strategies. (Contains 31 references.) (Author/JDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 433 490

The Adolescent Educational Experience in Taiwan: Views of Indigenous Educators

William E. Herman
Associate Professor
Department of Psychology
State University of New York
College at Potsdam
Potsdam, New York 13676-2294
Office Phone: (315) 267-2610
FAX: 315-267-2170

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper session presented at the Annual Meeting of the American Educational Research Association, Montréal, Québec, Canada, April 19-23, 1999.

Running head: Chinese Adolescence

CG029468

BEST COPY AVAILABLE

W. Herman

Abstract

This study outlines several critical issues which confront junior and senior high school students in Taiwan (Republic of China). Adolescent vignettes provided by school administrators and teachers in Taiwan depict the qualitative and personal nature of the adolescent experience as seen through the eyes of school personnel. An overview of the social and educational setting in Taiwan around 1990 is provided to orient readers and depict the adolescent anecdotes in a meaningful cultural context. These observations are presented as legitimate and relevant rather than idiosyncratic experiences by further documentation of the occurrence of these events by empirical research evidence and cultural observations. Although culturally specific (uniquely Chinese) adolescent experiences were found, the overall results support the notion that adolescents in Taiwan also confront many of the social, physical, familial, and psychological difficulties often associated with becoming an adult in other industrialized societies.

The Adolescent Educational Experience in Taiwan: Views of Indigenous Educators

A great deal of research has been devoted to the examination of stressful adolescent life events that occur in industrialized nations. The pressures associated with becoming an adult seem to appear at earlier points in the lifespan for children and some have suggested that children and adolescents feel pressure to grow up too quickly (see Elkind, 1981). Since school is a nearly universal adolescent experience, the educational setting provides an exceptionally rich environment to explore the lives of adolescent students.

This study was designed to explore the qualitative nature of the Chinese adolescent experience in the Republic of China through first-hand observations made by Chinese school administrators (principals and counselors) and teachers. The behavioral observations made by indigenous educators were later organized according to critical adolescent issues and used in the study only if the behavior was also documented by other forms of research evidence. An overview of the setting in Taiwan will introduce the contextual setting to the reader.

The Social and Educational Context

Taiwan is a mountainous island (slightly larger than the state of Rhode Island in the United States) which lies approximately 90 miles off the mainland coast of the People's Republic of China in the South China Sea. Taipei is the capital city with over six million inhabitants in a country of well over twenty-one million people.

Taiwan, South Korea, Hong Kong, and Singapore are often referred to as the Four Tigers of the Orient in order to demonstrate their economic prowess along the Western Pacific Rim. The rapid economic

growth of Taiwan over the past two decades is well documented by its unique reputation of having had more years of double-digit GNP growth than any other nation in the world and its near zero unemployment rate (Copper, 1989). Recent data shows that the Taiwan economy is growing at a 7% a year rate and unemployment is holding steady at 1.4% (Kristof, 1992). Such rapid economic growth has led critical observers to characterize Taiwan as a culture that is now embracing the trappings of new wealth in terms of increased pollution, parking, traffic and crime problems, and sky rocketing housing costs (Kristof, 1989).

Economic success has altered various aspects of Taiwan's social structure. Such rapid change has placed heavy demands upon government and business to respond in order to bring about constructive change (Lee, 1988). The new wave of consumerism has made the "youth market" a prime target for the increasing number of clothing stores, restaurants, coffee shops, video parlors, and discos (Wang, 1989, p. 32).

Approximately 47% of women in Taiwan aged 15 to 64 are engaged in the work force (Osman, 1988). Family structure in Taiwan is in the midst of profound change as traditional Chinese values clash with the newer Western influences. Even matrimonial bonds are in a state of flux as divorce is a growing trend (Tseng, 1988, p. 31). Reports suggest that the divorce rate in Taiwan has reached twenty-five percent (Yeung, 1991).

The rigid adherence to differential behavioral expectations based upon gender is exemplified by the family situations where "many parents still argue that while a boy's education benefits his family, a girl's benefits only her husband's" (Gates, 1987, pp. 150-151).

Such traditions are so well etched into the social fabric in Taiwan that they clash with the recent movement toward gender equity has begun to reexamine the basis of gender roles and relationships (Chang, 1991).

Generational differences in Taiwan are accentuated as many young people view people from "older generations as conservative, outdated, stubborn, and rigid in their thinking" (Wang, 1989, p.35). Parents are often torn between newer approaches to child discipline that involve caring and sensitivity and the traditional Chinese approach that involves the more punitive acts of hitting and scolding. Tradition suggested that Chinese "young people were not allowed to make key judgements about their selection of friends, future employment, or even their marriage partner. They were expected always to bring honor to the family and subordinate themselves to that end throughout their youth" (Wang, 1989, p. 30). Adolescents have begun to question and challenge the wisdom of such rules.

The school environment is obviously influenced in many ways by the economic and social trends in Taiwan. It is understandable that many new educational problems would arise from a social milieu that emits such dramatic and rapid change. A brief introduction to the school system in Taiwan will explain how the educational enterprise asserts additional pressures on adolescents.

Nine years of education are compulsory in Taiwan (six years of primary school and three years of junior high school). Students normally enter junior high school at age twelve and most students earnestly prepare for college preparatory or vocational experiences. The three years of junior high school become pivotal in terms of future career plans, life style, and social status.

Over 600 junior high schools are operated on both a public and private basis in Taiwan while more than half of the senior high schools are private schools (Wu, 1991). Many of these schools are six or seven story edifices which enroll several thousand students. Wang (1986) cites the Hsiu Lang Primary School as an extreme example, even by Taiwan standards, on the outskirts of Taipei since it matriculates over 11,000 children. Most students attend school for eight hours per day Monday through Friday and four hours on Saturday morning.

Although elementary school is coeducational, junior high and senior high school classes are normally segregated by gender. Students typically wear school uniforms. The rationale for such policies can be seen in the belief that "girls and boys should not distract each other when they reach puberty, so the separate girls' and boys' junior and senior high schools enforce an intentionally ugly, plain style of dress and grooming" (Gates, 1987, p. 207).

It has been suggested that this system that "separates boys and girls, is largely to blame for the discomfort and uneasiness that encourage the same separation in social gatherings, even among adults" (Wu, 1991, p. 25). A coeducational school often does not mean that males and females attend class together. Of the sixty-four junior high schools in Taipei only six schools mix students by gender in the classroom (Wu, 1991).

According to Stevenson, Lee, and Stigler (1986) elementary school children in Taiwan averaged 240 days of school compared to an average of 178 days per year for American elementary school children. The school year at all levels (elementary, middle school, and secondary) in Taiwan are of similar duration.

Students in Taiwan seem to confront many typical issues of

adolescence that have been well documented in other industrialized societies. Youth today are worried "about academic performance (and related pressure from parents), making friends, and knowledge about sexual matters" (Wang, 1989, p. 32). The pressures on gifted junior high school students are vividly depicted in the following report: "More often than not, students in honor classes receive verbal or physical punishments. Because of mounting psychological pressures, some honor students display maladjustments such as anxiety, withdrawal, fear, insomnia, poor appetite, truancy or even suicide." (Kuo, 1987, p.3).

One of the most striking general characteristics of junior high school students in Taiwan is their business-like behavior as they pursue a demanding curriculum that is intended to help them pass the challenging high school entrance examinations.

In order to attend either general or vocational senior high schools, junior high school graduates must pass a competitive entrance exam. Students compete for the opportunity to enter the limited number of senior high schools through high-stakes testing. Many junior high school students spend an additional 6-9 hours a week beyond regular schooling in private tutoring classes. "Teaching in the junior high school becomes formal and rigid with much emphasis given to conformity" (Lin and Crawley, 1987, p. 580).

Education is of primary importance to Chinese parents and most young people ascribe to the value of doing well in school. The value of education is promoted by the belief that "education is the ladder of success, the path to riches, the great escape from manual work" (Gates, 1987, p. 208). Students who do poorly in school not only experience personal failure but they also bring shame and disgrace to

their entire extended family. The junior high school experience in Taiwan is characterized by a life situation where academic expectations are very high, social relationships become more important, and physical changes are occurring rapidly. Most adolescents seem to successfully negotiate this critical period of development in the life span with apparent ease, while some adolescents experience difficulties.

Method

Subjects

The subjects were the junior and senior high school students mentioned in the case study summaries written by Taiwanese educators. The subjects were selected and described by 18 current school administrators (mostly principals), counselors, or teachers from public/private junior and senior high schools in and around Taipei, Taiwan (Republic of China). The school personnel (males=12, females=6) were completing a graduate course in educational psychology during the summer and fall of 1989 and the summer of 1990.

Procedure

The graduate students were given case study assignments which required that they each describe and analyze several actual student scenarios they encountered in their school settings. Written permission to use the anecdotes for this study was obtained from each graduate student after the assignments were collected and evaluated.

The case studies were conducted over a five month period in 1989-1990 and primarily focused upon educational problems that were perceived as the most troublesome and perplexing to the graduate students. The goal of conducting the case studies was to apply course content and enhance professional knowledge. The anecdotes used in

this study were excerpted from the final summary overviews of the case studies.

The cases were written in Chinese and translated into English. Whenever possible the actual descriptive words use by the school personnel were preserved in order to protect the authenticity of the anecdote. Back translations (English back into Chinese) were used to clarify points of confusion that arose in case content through interpreters familiar with the Mandarin Chinese language and the culture of Taiwan.

Since the generalizability of such a qualitative methodology is crucial, data analyses employed elements of triangulation, verification, comparability, and translatability (see Eisner & Peshkin, 1990). The anecdotes reported in this study were only selected for use if there were additional sources of confirmation of such behavior through published social observations and/or research reports. Each observation was made by an educator in Taiwan and the anecdotes were grouped together under categories that seemed to portray and capture the nature of the event. Every case is identified in terms of whether the subject of the case study was a junior high school (JH) or senior high school (SH) student.

Results

LEARNING SITUATIONS:

Case 42 (JH): Male and female students are under tremendous pressure as they prepare to take entrance examinations which will determine their eligibility to enter an excellent high school. Students rely upon memorization for mastering subjects (even math and science) instead of thinking and using problem solving techniques.

Case 30 (SH): A male student is polite, appealing, and considerate while maintaining an excellent academic record. He is allowed to skip an entire year in school. When asked who or what placed the greatest pressure on him, he stated, "I have placed the heaviest pressure on myself."

Case 12 (JH): A male student becomes very angry with a teacher who ridicules his mother by outlining her wrong doing. The teacher cannot apologize to the student after the event (Chinese culture dictates that it is very difficult for a teacher to say he/she is sorry to a student).

Confirmatory Evidence: The importance of the "examination" in the lives of Taiwan students has been well documented. Huang (1985) suggested that teacher/student relationships in Taiwan are based upon respect with a small amount of fear whereby teachers always have the authority. Students are also frequently reported to "memorize answers and don't know how to think for themselves" (Huang, 1985, p. 81).

PSYCHOSOMATIC PROBLEMS:

Case 7 (JH): A male student was quite a good student in elementary school but found junior high school much more difficult. He failed the first exam and felt very frustrated. Eventually, he refused to go to school and when forced to attend school he shouted, cried, and complained of stomach pains, diarrhea, and vomiting spells.

Case 66 (SH): A 17 year old female student wishes to do well on her mathematics tests but failed nearly all of the tests. She complains that she is unable to go to sleep at night.

Confirmatory Evidence: Stress reactions related to the pressure to achieve in school are accompanied by a variety of behaviors. Kuo (1987) documented reactions among gifted students such as: insomnia, poor appetite, and anxiety. Chen (1987) reported that high school seniors suffer from "headaches, backache, indigestion, and other symptoms of stress, while enjoying less sleep, leisure time, and interpersonal activity with their families" (p. 7).

INTERPERSONAL PROBLEMS:

Case 54 (JH): Students make fun of a female student with particularly dark skin. The students create nicknames for her and she outwardly states that she does not mind the "name." These spiteful students would be careful not to touch anything that belonged to her. Sometimes, the persecuted student would want to cry out or fight back, but the gentle side of her personality endured this silently. Her low self-esteem and dissatisfaction with herself has led to ordinary grades.

Case 71 (JH): A female student has had polio since childhood resulting in less than a smooth walking motion. She seldom leaves her seat or talks with her fellow classmates at school. Her grades are average but her interpersonal relationships are very limited.

Case 27 (SH): A female student is the only girl in her electrical engineering class. She is experiencing loneliness and does not seem to get along with her classmates.

Case 43 (SH): A 17 year old male student was rejected by his new girl friend which resulted in emotional problems of uneven breathing, slight trembling, and nervousness. It was also found that he had spent 16 years of hardship without seeing his father.

Confirmatory Evidence: The need to be accepted and liked by others is a critical aspect of social development. Wang (1989) suggested that young people are very concerned about making friends. Earlier references documented how single-gender classes promote the continued use of gender stereotypes and difficulty in cross-gender relationships seem to extend even into adulthood.

SEXUAL PROBLEMS:

Case 22 (SH): A male student who is very religious and withdrawn admits to having sexual fantasies after watching an X-rated movie with friends. His religious beliefs have taught him that it is a sin to even think of such things. He once asked if girls also engaged in sexual fantasies.

Case 49 (JH): A male student who is described as introverted, mild, and clever now lives with his mother after his parent's divorce. His mother reports that his face is pale, his spiritual condition is poor, and his school achievement level has dropped steadily downward. One day his mother is cleaning his study table and discovers a few yellowish publications and nude photographs.

Case 74 (JH): A 14 year old male student confronts the pressure of advanced academic competition in his all-male classes. His mother discovers 3-4 pieces of female underwear while clearing off his reading desk.

Confirmatory Evidence: Sexuality appears to be an important issue for students. Offer, Ostrov, Howard, & Atkinson (1988) discovered that "Taiwanese youths not only tend to express feeling afraid of sex and being behind in sexual matters, they also tend to indicate that sexual experiences do not give them pleasure" (p. 85). Hsiao (1988)

suggested that many parents do not know how to talk with their children about sexuality and junior high school students express great curiosity about sex.

SUICIDE PROBLEMS:

Case 55 (SH): A female student told her advisor that she would never achieve her dream of achieving a college education. She claimed that life was meaningless and she wanted to commit suicide.

Case 46 (SH): A male student tried to commit suicide by cutting his wrist with a knife and jumping off the top of a building. He claims to be afraid of examinations and he was hospitalized during the final term examination.

Case 70 (JH): A 15 year old male student states that sometimes he feels mature and other times he feels childish. He claims that his parents are never satisfied and he cannot achieve his parent's expectations. The young man is in despair and would like to commit suicide.

Confirmatory Evidence: The desire to prematurely end one's life is on the minds of some young people. Offer et al. (1988) reported that 14% of adolescents in Taiwan responded "yes" to the statement: "I often feel that I would rather die than go on living." Kuo (1987) also documented that sometimes gifted students demonstrated suicidal tendencies.

ACTING OUT BEHAVIORS:

Case 26 (JH): A male middle school student indulges in bad habits like smoking and stealing. He sleeps or talks in the classroom when teachers are lecturing. After class he wastes his time by playing video games and committing delinquent acts as a part of a gang. He has been detained by the police for his acts of larceny.

Case 48 (JH): A 15 year old male student possesses a frivolous attitude toward school work and is hot-tempered causing fights over trivial disagreements. He is disrespectful toward teachers and disobeys instructions from his elders. This student is from a well-to-do family and has been an embarrassment to his parents. He has been caught smoking (5 cigarettes a day), blackmailing other students, and forcibly borrowing money from students for his own use.

Case 56 (JH): A 15 year old female student started abusing drugs and running away from home. She met an older boy who likes to race motorcycles. Her academic achievement in school does not meet the expectations of her parents, but her mother's nagging seems to be

counterproductive.

Case 8 (JH): A male student is an excellent student whose performance suddenly drags to the bottom of the class. An investigation reveals that a fellow student asked him to cheat (steal exams) and threatened to injure him if he failed to cooperate. This threat blocks his concentration and makes it very hard to study.

Confirmatory Evidence: The democratic movement in Taiwan has brought about greater individual freedom that also has resulted in an increase in adult gangs who deal in drugs, extortion, and guns (Crime-cracker, 1990). Karp (1992) cited evidence of increased juvenile crime since video parlors are a breeding ground for stealing, drug use, and violent crime. Savadove (1991) stated that some school students have opted for a drug induced four-hour euphoric high "that relieves the tedium of the daily study grind and the pressures of Taiwan's highly competitive examinations" (p. 21). Chen (1987) reported that the pressures of adolescence has led to the motorcycle drag racing craze.

HOME PROBLEMS:

Case 32 (JH): A 13 year old female student's father died when she was in the third grade. The student has been expressing a greater and greater interest in track and field while maintaining her interest in academic work. Her mother refuses to allow her to join the team and attempts to destroy her interest in sports by beating and scolding her.

Case 58 (JH): A male student lives in a home environment filled with alcohol addiction. His parents, brother, and uncle are coolies and drink when they come home from work and then fall asleep. The student has been drinking since the fourth grade in primary school and arrives at school some days in an intoxicated state.

Case 9 (JH): A male student has achieved high marks and is on the list of good students when suddenly his performance declines. His parents both work long hours and give him money (equivalent of $20 U.S.) per day to make up for the lack of parental contact.

Case 29 (JH): A 15 year old male student comes to school with scars of wounds inflicted by his father. A home visit with the father the previous day had been made in order to curb the student's own violent behavior at school.

Confirmatory Evidence: Offer et al. (1988) reported that 10% of adolescents in Taiwan felt that: "My parents are ashamed of me." Peng (1993) suggested that "any misbehavior in school reported to parents will cause a lot of anger at home" (p. 10). Wang (1989) provided survey results that young people wished that "their parents would spare more time for listening to their opinions" (p. 31). Helzer, Canino, Yeh, Bland, Lee, Hwu, & Newman (1990) found that the incidence rate of alcohol disorders in Taiwan was lower than other countries studied, on the rise in Taiwan compared to previous studies, and more prevalent in men as compared to women.

CHEATING BEHAVIORS:

Case 72 (SH): A 17 year old male student shows great reluctance to go to school and stays in bed sleeping at home for some 15-16 hours. It was eventually discovered that this student was threatened by a group of his fellow classmates after he exposed their cheating on an examination.

Case 34 (SH): A female student claimed that the teacher incorrectly marked a question wrong on a physics/chemistry test. After class the teacher confronted the student with a photocopy of her exam. The student admitted to cheating by changing the answer after the exam was returned in class.

Case 3 (JH): A male student received the lowest possible score for all subjects on the first sectional examination. His mother warned him not to come home if he failed to achieve one of the top three scores on the next examination. He stole an extra copy of the exam, since the proctors did not count the number of exams and marked excellent grades in red pen to take home to show his parents.

Confirmatory Evidence: The pressure to perform well on examinations leads to the desire for some to succeed at any costs. Wang (1989) documented that students are greatly concerned about academic achievement and parents place pressures on students to do well in school. Students have been accused of cheating on the yearly National University Entrance Examinations with beepers ("Two caught,"1990; "Exam-taker loses," 1993). Gates (1987) described how college

entrance examination rooms are officially sealed with paper pasted across the doors and "great care is taken to prevent cheating" (p. 209). Smith (1991) documented the attempts of students to "beat the system" in the traditional Chinese examination system. Smith (1986) stated that "all students are observed carefully during the national examination to prevent cheating" (p. 191).

Anecdotal Analysis and Discussion

The confirmatory evidence offered for this complex data set strengthens the case that such adolescent behaviors do occur in Taiwan without answering the critical question of the incidence rate of such behaviors. The reader is offered this caveat, since other studies will need to document the frequency of occurrence of such adolescent problems. The purpose of this study was to briefly explore the "personal" lives of many students and advance the work of future researchers by suggesting new avenues for future research.

One way to understand the results reported here is to consider the developmental tasks where individual, societal, emotional, and familial demands are placed upon the adolescent. Havighurst (1972) proposed that success at such tasks during critical periods in the lifespan would lead to "happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (p. 2). Havighurst (1972) identified the following developmental tasks during adolescence: (1) developing conceptual and problem solving skills, (2) achieving mature relationships with male and female peers, (3) developing an ethical system to guide behavior, (4) striving toward socially responsible behavior, (5) accepting the changing physique and using the body effectively, (6) preparing for an economically viable

career, (7) achieving emotional independence from parents, and (8) preparing for marriage and family life.

Although Havighurst's developmental tasks are clearly based upon adolescence in Western industrialized societies, the adolescent experiences in Taiwan described in this study bear an uncanny resemblance to Havighurst's list. Some cultural observers in Taiwan explain this phenomenon by placing the blame on "foreign, specifically Western, influence and the mass media for the breakdown of the old morality and the new sexual permissiveness that has taken its place" (Chang, 1991, p. 11).

The references in the anecdotes to "competitive high school entrance exams," "Chinese culture," and "coolies" seem to standout as uniquely Chinese elements. If a few of the "cultural" clues were selectively removed from the anecdotes included in this study, most readers would be hard pressed to correctly identify the geographical context as Taiwan or even Asia. Many might even confuse these adolescent behaviors in Taiwan with the American adolescent experience.

The general results of this study are in opposition to the cultural relativistic position and tend instead to support the idea that adolescents in Taiwan and other industrialized countries confront many similar developmental tasks. Offer and his colleagues (1988) proposed the idea of the "universal adolescent" where empirical findings from ten countries (including the United States and Taiwan) supported great similarities in the psychological, social, sexual, and familial coping experiences of adolescents.

Research Conclusions

The following points seem to directly follow from the results of

this study:

(1) Additional quantitative and qualitative research needs to be done on the adolescent, parental, and educational behaviors identified in this study.

(2) Further research needs to be conducted in order to determine a more accurate estimate of the incidence rates of the behaviors described in this study.

(3) Since the observations in this study were generated by Taiwanese educators, rather than adolescents themselves, the reflections contained in this study would seem to offer valuable insights into the perceptions, values, and belief systems of educators in Taiwan.

(4) It could easily be argued that this study primarily outlines stereotypical problems of adolescence in this cultural context, since Taiwanese educators were asked develop case studies around professional problems and challenges that they were currently confronting in the schools.

Summary

The anecdotes of adolescent development documented in this study offer rich insights into the cultural specific and more universal problems present in Taiwan. Despite the unique influence of Chinese traditions and culture, many Taiwanese adolescents would appear to share considerable stress reactions with age-mates from other cultures (see Offer et al., 1988). Educators, counselors, and policy makers around the world need to share insights, create dialogue aimed at the improved understanding of adolescent stress reactions, and explore successful intervention strategies.

Overindulgence and escapism in a society undergoing rapid transition are predictable behavioral responses that result from past

repressive demands and greater current freedom of expression. Unfortunately, members of the helping professions and social policy makers are often least able to provide adequate mental health services during such critical, transitionary times. A substantial societal investment today will provide the opportunity for future generations to live healthy, more productive lives.

This study was designed as a broad introduction to adolescent issues in Taiwan. It is hoped that this research will serve as a catalyst for future researchers who wish to design and implement cross cultural research or cultural specific research in Taiwan.

References

Chang, W. (1991). Coming to terms. Free China Review, 41(2), 4-11.

Chen, J. (1987). Psyches under siege. Sinorama, (12)(12), 6-11.

Copper, J. F. (1989). Political reform in Taiwan: The road to democracy. Vital Speeches of the Day, 55(13), 394-396.

Crime-cracker. (1990, June 9). Economist, 40-41.

Eisner, E. W., & Peshkin, A. (1990). Qualitative inquiry in education: The continuing debate. New York: Teachers College Press.

Elkind, D. (1981). The hurried child: Growing up too fast too soon. Reading, MA: Addison-Wesley.

Exam-taker loses points over beeper. (1993, July 2). China News, 3.

Gates, H. (1987). Chinese working-class lives: Getting by in Taiwan. Ithaca, NY: Cornell University Press.

Havighurst, R. J. (1972). Developmental tasks and education (3rd ed.). New York: D. McKay.

Helzer, J. E., Canino, G. J., Yeh, E. K., Bland, R. C., Lee, C. K., Hwu, H. G., & Newman S. (1990). Alcoholism: North America and Asia: A comparison of population surveys with the Diagnostic Interview Schedule. Archives of General Psychiatry, 47(4), 313-319.

Hsiao, S. (1988). On the subject of sex. Sinorama, 13, 44-51.

Huang, I. (1985). An introduction to education in the Republic of China. Contemporary Education, 56(2), 78-81.

Karp, J. (1992). Video bandits: Gambling machines deemed a menace to youth. Far Eastern Economic Review, 155(3), 33.

Kristof, N. D. (1989, December 4). Taiwan embraces trappings of

new wealth, The New York Times, 9A.

Kristof, N. D. (1992, February 16). A dictatorship that grew up: In Taiwan, despotism passes posthaste into democracy. The New York Times Magazine, 16-21, 53, 56-57.

Kuo, C. C. (1987, August). Comparison of mental adjustment of the students in gifted special classes, gifted resource rooms, and honor classes. Paper presented at the Seventh World Conference on Gifted and Talented Children, Salt Lake City, UT.

Lee, C. K. (1988). A constructive direction for channeling social change in Taiwan. Sinorama, 13(8), 76-77.

Lin, B. S., & Crawley, F. E. III (1987). Classroom climate and science-related attitudes of junior high school students in Taiwan. Journal of Research in Science Teaching, 24(6), 579-591.

Offer, D. O., Ostrov, E., Howard, K. I., & Atkinson, R. (1988). The teenage world: Adolescents' self-image in ten countries. New York: Plenum.

Osman, T. (1988). Industrialization jolts the family. Free China Review, 38(12), 12-15.

Peng, S. S. (1993). Fostering student discipline and effort: Approaches used in Chinese schools. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 363 562)

Savadove, B. (1991). High society: Growing drug abuse reflects economic changes. Far Eastern Economic Review, 153(37), 20-21.

Smith, D.C. (1986). Lessons from afar: The Chinese high school in modern Taiwan and other essays. Pacific Cultural Foundation, Taipei, Taiwan. (ERIC Reproduction Service No. ED 272 404)

Smith, D. C. (1991). The Confucian continuum: Educational

modernization in Taiwan. New York: Praeger.

Stevenson, H. W., Lee, S. Y., & Stigler, J. W. (1986). Mathematics achievement of Chinese, Japanese, and American children. Science, 231, 693-699.

Tseng, Y. L. (1988). Secretive singles. Free China Review, 38(12), 28-31.

Two caught in exam scam. (1990, July 2). China News, 1.

Wang, B. (1989). Sweeping revisions of values & goals. Free China Review, 39(8), 30-35.

Wang, E. (1986). Mammoth school sets records every month. Free China Review, 36(8-9), 34-45.

Wu, E. (1991). Separate can be frustrating. Free China Review, 41(2), 24-29.

Yeung, I. (1991). The Dear Abby of Taiwan. Free China Review, 41(2), 20-23.

Author Notes

William E. Herman is currently an associate professor in the Department of Psychology at the State University of New York College at Potsdam. He has published professional articles that have been translated into the Mandarin Chinese language and published in the People's Republic of China and the Republic of China (Taiwan). This study was a direct result of teaching graduate courses from 1989-1993 in an Educational Leadership Program offered with components on-site in Taiwan and on the U.S.A. campus by Madonna University, Livonia, Michigan. Dr. Herman's scholarly interests include international education, achievement motivation, test anxiety, constructivism, adolescent development, counseling, and translating psychological theories and research findings into professional practice. A portion of this study was supported by a grant from the New York State/United University Professions Affirmative Action Committee. Correspondence can be sent to William E. Herman, Department of Psychology, SUNY Potsdam, Potsdam, NY 13676-2294.